

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PRIDE ACADEMY CHARTER SCHOOL	School: Pride Academy Charter School
Chief School Administrator: FIONA THOMAS	Address: 117 Elmwood Ave, East Orange, NJ
Chief School Administrator's E-mail: fthomas@prideacs.org	Grade Levels: 5-8
Title I Contact: Rose Mary Lowry	Principal: Fiona Thomas
Title I Contact E-mail: rmlowry@prideacs.org	Principal's E-mail: Fthomas@prideacs.org
Title I Contact Phone Number: 973-672-3200 ext. 210	Principal's Phone Number: 973-672-3200 EXT. 201

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Fiona Thomas

June 30th 2015

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 6 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 4,163,704, which comprised 94.5% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 3,985,034, which will comprise 94.3% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Teacher Salary for a math and ELA teacher. These two teachers are co-teachers who are part of our co-teaching program designed to deliver additional support for our students who are in most need of academic acceleration.	1 and 2	Interventions to address Student achievement in Math and ELA	Instructional Salaries and benefits	\$149,174
Professional Development and online access to benchmark assessments provided by Engrade System, I-Ready and Tenmarks focused on differentiation, utilizing data to improve student learning, and supporting diverse learners delivered by Performance Learning Systems.	1 and 2	Interventions to address Student achievement in Math and ELA	Professional Development	\$8,500
Parent Party Family Engagement Supports- child care/refreshments/ supplies for make-and-take activities	3	Family and Community Engagement	Parent Involvement	\$7,028
Saturday Extended Learning Program utilizing I-Ready and Tenmarks online programs, teacher mentoring and access to high school/college readiness skills and habits of mind.	1, 2, and 3	Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement	Instructional Supplies/Teacher Compensation	\$6,000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Robert Mitchell	School Leadership/Community	Yes		Yes	
Fiona Thomas	Principals	Yes	Yes	Yes	
Rose Mary Lowry	Bilingual Education Parent Advisory	Yes	Yes	Yes	
Janendra Ray	Administrators	Yes	Yes	Yes	
Jodi Wilson	Teachers	Yes	Yes	Yes	
Robin Brower	Expert in Violence/School Climate	Yes	Yes	Yes	
Sue Becker	Technology Representative	Yes	Yes	Yes	
Asgeir Ofstad	SciP Leader and Representative	Yes	Yes	Yes	
Tanis Chavanne	Student Support Services	Yes	Yes	Yes	
Charles Dunn	Content Specialist: ELA			Yes	
Dennis Wilson	Content Specialist: Math			Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
February 12 th 2015	Pride Academy Charter School	Comprehensive Needs Assessment	Yes		Yes	
May 21 st 2015	Pride Academy Charter School	Comprehensive Needs Assessment and Program Evaluation	Yes		Yes	
June 3 rd 2015	Pride Academy Charter School	Program Evaluation	Yes		Yes	
June 10 th 2015	Pride Academy Charter School	Comprehensive Needs Assessment and Program Evaluation	Yes		Yes	
June 22-24 th 2015 Series of Online and face-face meetings	Pride Academy Charter School	Schoolwide Plan Development		No	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p>What is the school's mission statement?</p>	<p>Pride Academy Charter School's Mission Statement is:</p> <p>"Pride Academy Charter School endeavors to ignite success in middle school students of all abilities through a curriculum rooted in the values of peace, respect, integrity, determination, and empathy. By establishing a community dedicated to academic achievement, mastery of fundamental skills, positive leadership, and active service, Pride Academy Charter School strives to embolden its students to harness their own power to shape their futures and the world."</p> <p>Pride Academy's School Vision Statement is:</p> <p>"In order to develop a community of scholars and philanthropists who can excel among their peers from surrounding communities, we envision Pride Academy as a school that provides our students with a strong academic foundation, with skills to lead and the opportunities to be leaders, and with a profound understanding of their role in their communities and the world at large.</p> <p>We envision Pride Academy as an integral part of the community we serve where the power of families and the collective efforts of all members of "our village" are unleashed in order to support our students as they become critical thinkers, life-long learners, and agents of change in their families, their communities, and our world.</p> <p>Pride Academy will be a PLACE that ignites and fosters the following qualities in all members of our school community:</p> <div style="text-align: center;"> <p>Philanthropy</p> <p>Leadership</p> </div>
---	---

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

	<p>Academic Achievement Cultural Awareness Excellence</p> <p>All members of our school community will:</p> <p>Philanthropy: commit to the actions and ideals of service and social justice in our communities and our world.</p> <p>Leadership: recognize their power as individuals to affect positive change.</p> <p>Academic Achievement: apply the habits of questioning, seeking, understanding, and responding towards their personal growth as life-long learners, decision-makers, and problem solvers.</p> <p>Cultural Awareness: explore and find value in their own cultural identity and the cultural identities of others.</p> <p>Excellence: develop the knowledge, skills and resilience to achieve high expectations in their personal and professional lives.”</p>
--	---

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

All components of the program were implemented.

2. What were the strengths of the implementation process?

The strengths of the implementation process included the following:

- *Exposure of teachers using Achievement Network online tools and resources and the process of analysis of data, action planning for whole group and small group instruction based on data, and guided reflection based on reteach results to enhance the level of rigor and complex PARCC Assessment-like questions*
- *The positive feedback from parents involved in the family engagement strategy of attending themed-based parent parties and increase in attendance of parent attendees who are not regularly in attendance*
- *The relevance of the Achievement Network and turn-key professional development to the academic interventions being implemented by the teachers*
- *The use of the on-line I-Ready and Tenmarks tools and process to support differentiation and practice of target skills both in school and at home*

3. What implementation challenges and barriers did the school encounter?

The challenges during the implementation process included the following:

- *Training of all teachers to uniformly engage students and parents in tracking and using their achievement data*
- *Student motivation and stamina in utilizing the I-Ready online programs for extended periods of time*
- *Adequately addressing the barriers that impact family involvement for some of our least present/accessible parents*
- *Limitations in access and availability of computers for students to utilize I-Ready program and Tenmarks*
- *The increase in the number of testing windows and testing days with school-wide Interim assessments, PARCC PBA and PARCC EOY*
- *Attendance at our Saturday Extended Learning program was not consistently maintained at healthy numbers over the course of the year. The following factors contributed: inclement weather, extended weekends, scholar motivation, and parent investment.*

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strengths of implementation steps include:

- *Commitment to a dedicated schedule of interim assessment administration and data meetings*
- *Commitment to the use of I-Ready and Tenmarks as a measure for ELA and math teachers' SGO's*
- *Transition to online versions of the interim assessments provided strong practice for PARCC PBA and EOY online State Assessments*
- *Continued inclusion of mentoring components in the Saturday Learning program*
- *Opportunity for teacher feedback about professional development*

Weaknesses of implementation steps include:

- *Mismatch in alignment between the Achievement Network Schedule of Assessed Skills and the ELA and Math curriculum maps causing limitations in the use of the data to drive re-teach action planning and the potential for false negative data trends*
- *Impact of missed Saturdays during the program related to inclement weather and student motivation*

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The school obtained the necessary buy-in through communication, providing opportunities to participate in planning and implementing the program components, and involving stakeholders in data-grounded analysis and reflection. The mechanisms that the school used to communicate to stakeholders included the following:

- *On-line Weekly News Bulletins*
- *Staff meetings*
- *Invitation to share feedback and input online and in hard copy response*
- *Invitation to participate in open feedback forums with administration*
- *Scheduling Title I Parent Meetings focused on reporting and evaluating the program components*
- *Using a Family Parent Party forum to introduce and engage parents in learning about and using the I-Ready and Tenmarks online program and exploring ways that parents can support their children's use of the program at home*

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Perceptions of staff with regard to program implementation demonstrated overall support and satisfaction.

The school measured staff perception through the following means:

- *Staff surveys*

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

- *Teacher check in conferences*
- *Faculty meeting discussions*
- *Analysis of SGO Final Reflections and Data Analysis*

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Perceptions of the community with regard to program implementation demonstrated support and satisfaction. The school measured community perceptions through the gathering and analysis of the following means:

- *Teacher, parent and student survey feedback*
- *Parent meeting discussions captured in anecdotal notes and minutes*
- *Parent-teacher conference exchanges captured in one-on-one meetings and need-based follow up conferences between teachers with administration and parents with administration*

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

The academic and Saturday Extended Learning program delivery incorporated a range of methods including one-on-one instruction, small group instruction and whole group instruction through face-to-face teaching, hands-on cooperative learning, differentiation, and on-line access to web-based programs.

Professional Development programs were delivered through whole group workshops, turnkey and department meeting interactions, one-on-one mentoring, peer conferencing, webinar experiences, embedded support, and coaching conversations and meetings.

The Parent Involvement programs were delivered in whole group and small group settings including workshop style discussions, experiential learning, and structured conversations.

9. How did the school structure the interventions?

Academic interventions were structured both within the school day during math and ELA instruction, before and after school, and on Saturday mornings.

Professional Development programs were delivered during scheduled staff meeting and department meeting times, half and full day professional development days, releasing teachers to attend off-site workshops or webinar experiences during the school day, and embedded peer and expert coaching during instructional periods during the school day.

Parent Programs were delivered during after school meetings in order to maximize the opportunity for as many parents as possible to attend.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

10. How frequently did students receive instructional interventions?

Students received interventions according to their personalized needs on a daily and weekly basis throughout the school year and during after school tutoring sessions. Additionally, a core group of students received instruction on Saturday mornings.

11. What technologies did the school use to support the program?

Hardware:

- Laptop (for every teacher)
- Projector (in every classroom)
- Interactive whiteboard (in every classroom)
- RM Easiteach software, including annotation and “glass mode” tools (on all teacher computers)
- Google Apps for Education (all teachers and students)
- Hapara Dashboard controller for GAFE (all teachers)
- Computer lab with iMacs for audio and video editing (available to schedule)
- Six mobile labs (available to schedule)
- Student to computer ration is currently at 2:1

Software for curriculum support:

- iReady
- TenMarks
- Brain Pop
- Pear Deck
- Hapara
- Google Apps
- Typing Web
- NitroType
- UltraKey (computer lab only)
- iMovie (Macs only)
- Garage Band (Macs only)
- Jing

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

- Synergyse (GAPE Training on demand)
- Powerschool Gradebook

Chromebook apps:

- Google Apps for Education (Docs, Sheets, Slides, Calendar, Mail, Sites, forms)
- Hapara
- Socrative
- PearDeck
- Synergyse
- Flubaroo (Self grading add-on)
- BrainPop
- Doctopus
- iReady
- TenMarks
- Typing Web
- NitroType
- Prezi
- Jing
- Powerschool/Powerschool gradebook
- Duolingo

12. Did the technology contribute to the success of the program and, if so, how?

Student access and use of technology contributed to the success of the program because teachers use technology as tools to increase the effectiveness of their lessons, differentiate instruction, motivate and engage students, and expose them to relevant and meaningful information. As part of the general curriculum, teachers at Pride Academy are focused on helping students meet rigorous standards, as well as cross the digital divide. To that end, we are consistently focused on building our technology program in a sustainable way.

In order to accomplish our goals, we focus on two distinct issues: the technology itself - both hardware and software and teacher integration of technology.

Currently, Pride has the following hardware:

1. 4 mobile labs with 22 Chromebooks each
2. 2 mobile labs with 22 Macbooks and Chromebooks combined

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

3. 1 computer lab with 22 iMacs
4. 5 iPads
5. Projector in each classroom
6. Interactive whiteboard in each classroom
7. Laptop for every teacher

The students primarily use **Google Apps for Education (GAPE)** which is an online office suite that includes a word processor, spreadsheets, presentation software, web site builder, email, shared calendars and forms. GAPE has been designed as an online tool that can be easily used collaboratively. Students can work individually or together, and they can work with their teachers while they progress through an assigned project. Teachers are able to observe what students are writing as they are writing it, permitting them to offer individual feedback in a more timely manner.

The student accounts are accessible in school and anywhere students can access the internet, so it is no longer necessary to worry about conflicting versions of software. Additionally, GAPE is controlled through an administrative panel that permits a granular level of control for each and every app available through Google Marketplace.

In order to adequately monitor students while they are working on computers, we have an application called **Hapara** which gives teachers a view of the students in their classes; share documents with them (rather than handing them out); monitor student activity in Google Drive, Docs, Chrome and Mail; and interact with students individually, in groups, or with the class as a whole.

We have two applications that are used for assessment purposes: **Google Forms** and **Pear Deck** (there are others that individual teachers use, but these are used school-wide). Google Forms permits teachers to “share” questions with students for them to answer. The form itself is delivered directly to students through their Google Drive account or their GMail account, or the form can be posted online for the students to respond to. The answers are delivered directly to a spreadsheet in the teacher’s Drive account where they can be easily graded, or if the assessment is composed of multiple choice questions, graded automatically by a Google Add-On called “Flubaroo.”

Teachers can also use an App called **Pear Deck** which permits them to deliver interactive presentations to students with assessment questions running throughout to ensure that the students understand material as it is delivered. Pear Deck simulates an expensive classroom response system (with handheld buzzers), but it is an inexpensive app that students can access from their classroom laptops.

An alternative to Pear Deck-- Socrative-- is also available and used by teachers. Socrative includes the ability for students to race against each other while completing classwork.

Pride teachers use PowerSchool for grading, which automatically feeds grades and comments into progress reports and report cards, while also permitting parents to track student progress.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4			Providing two certified teachers in content and/or special education in each ELA classroom for all ELA periods. In school tutoring opportunities. Saturday School Opportunities. Providing sustained embedded PD in co-teaching, rigorous instruction and critical thinking. Use of an online diagnostic and instructional program (I-Ready) to support differentiated intervention and practice. Use of Achievement Network for Interim Assessments and progress tracking.	The interventions worked to some extent for many students based on SGP growth. The interventions may not have resulted in proficiency for the following reasons: <ol style="list-style-type: none"> 1. Student mastery of grade level fundamental skills is varied and in some cases, below proficient levels 2. The transition to Common Core and PARCC standards both in teaching and learning will require some time and hard work on the part of student and teacher adjustment. There will be a learning curve for everyone that impacts the levels of proficiency. 3. Limitations in access and availability of computers for students to utilize I-Ready program. 4. The increase in the number of testing windows and testing days with school-wide Interim assessments, PARCC PBA and PARCC EOY. 5. Mismatch in alignment between the Achievement Network Schedule of Assessed Skills and the ELA curriculum maps causing limitations in the use of the data to drive re-teach action planning and the potential for false negative data trends. 6. Impact of missed Saturdays during the program related to inclement weather.
Grade 5	50%			
Grade 6	22%			
Grade 7	42%			
Grade 8	32%			
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4			<p>Providing two certified teachers in content and/or special education in each Math classroom for all Math periods.</p> <p>In school tutoring opportunities.</p> <p>Saturday School Opportunities.</p> <p>Providing sustained embedded PD in co-teaching, rigorous instruction and critical thinking.</p> <p>Use of an online diagnostic and instructional program (Tenmarks) to support differentiated intervention and practice.</p> <p>Use of Achievement Network for Interim Assessments and progress tracking.</p>	<p>The interventions worked to some extent for many students based on SGP growth. The interventions may not have resulted in proficiency for the following reasons:</p> <ol style="list-style-type: none"> 1. Student mastery of grade level fundamental skills is varied and in some cases, below proficient levels 2. The transition to Common Core and PARCC standards both in teaching and learning will require some time and hard work on the part of student and teacher adjustment. There will be a learning curve for everyone that impacts the levels of proficiency. 3. Limitations in access and availability of computers for students to the Tenmarks program. 4. The increase in the number of testing windows and testing days with school-wide Interim assessments, PARCC PBA and PARCC EOY. 5. Mismatch in alignment between the Achievement Network Schedule of Assessed Skills and the Math curriculum maps causing limitations in the use of the data to drive re-teach action planning and the potential for false negative data trends. 6. Impact of missed Saturdays during the program related to inclement weather.
Grade 5	21%			
Grade 6	39%			
Grade 7	31%			
Grade 8	37%			
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			N/A	
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			N/A	
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	Students with Disabilities Economically Disadvantaged	ANet Guided Data Analysis meetings involving all steps of the data cycle – takeaways, analysis, development of action plans for reteaching, reassessment, and reflection on action plan performance outcomes	Yes	Achievement Network Results	PARCC assessment results for 2014-2015 have not been received. Our 2014-2015 target was a 3.7% or greater decrease in the number of students who scored partially proficient on the ELA portion of the PARCC assessment and 3.4% decrease on the Math portion. The goal of 80% of students will complete both ELA and math assessments in all 3 ANet assessment periods was met. The goal of 95% of teachers will demonstrate fluency in administering and analyzing the results of the Achievement Network tests (measured through review of action plans and lesson plans) was met.
ELA	Students with Disabilities Economically Disadvantaged	The I-Ready program will be utilized to support ELA data driven instruction.	Yes	Teacher Action Plans Reteaching Plans Curriculum Maps and Lesson Plans Teacher Surveys	Based on students' score on their first I-Ready assessment in September 2014, the students will have individual growth goals. The goal of average growth for all students in ELA will be at least 100% based on whether their individual I-Ready growth plan was met.
Math	Students with Disabilities Economically Disadvantaged	The TenMarks* program (new in the 2014-2015 school year) will be used to support math data driven instruction.	No for the growth goal	Teacher Action Plans Reteaching Plans Curriculum Maps and Lesson Plans Teacher Surveys	The goal of 100% of the students will score 70% or better on their math TenMarks post assessment was not met

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	Students with Disabilities Economically Disadvantaged	Saturday Advanced Proficiency (SAT APP). In order to increase the student achievement results of the Saturday APP program we plan to use a different approach to delivering Saturday Learning instruction through the on-line I-READY component of our curriculum that should facilitate differentiation, personalize instruction, accommodate student learning styles, utilize immediate assessment data to make instructional decisions, and engage students in their learning plan for developing and enriching math and ELA skills.	No for attendance goal	Sign In Sheets Data logs	Our goal of 70% of the students invited to attend the Saturday Learning program will have an attendance rate of 70% or more was not met. Based on this data, students enrolled in the Saturday APP program showed growth by 8.8% and 29.1% in ELA and Math respectively. The data also indicates that there is a significant difference between the growth in Math and the growth in ELA. This trend was duplicated when the data from the entire student population for the ANET assessments were examined.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	Students with Disabilities Economically Disadvantaged	Utilizing the Achievement Network and Stronge Evaluation System training and resources to support teachers in creating, implementing and tracking not less than 2 SMART Teacher SGO's during the course of the year.	Yes	The online portfolio platform Mylearningplan.com SGO mid-year and end of the year reflections	Pride Academy will achieve an Average Teacher SGO Score for ELA and Math teachers at an effective level of performance (2.65-3.49). <i>Goal met - School Average Tested Content SGO of 2.8</i> 75% of ELA teachers will score a highly effective rating for lesson plans on the Lesson Plan Rubric <i>Goal not met - 67% of ELA Teachers scored a Highly Effective Rating</i> 80% of Math teachers will score a highly effective rating for lesson plans on the Lesson Plan Rubric <i>Goal not met - 70% of Math Teachers scored a Highly Effective Rating</i>
ELA Math SPED Teachers Support Teachers	Students with Disabilities	Teachers will receive Professional development and coaching support in utilizing the Goalbook Toolkit(*) to create SMART Common Core aligned student IEP goals	Yes	The online toolkit "Goalbook"	100% of all IEP goals will be created utilizing the Goalbook Toolkit. <i>Goal met - 100% of all student's goals are currently (June 2015) updated in Goalbook.</i>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	Students with Disabilities Economically Disadvantaged	Parent Parties: Second Mile Parent Initiatives as a vehicle to attract, engage, educate and encourage parent leadership and involvement in their children's academic lives at school.	No Yes Yes	Parent sign-in sheets Flyers Powerpoint presentations	10% or more Increase in parent support of their children's attendance at extended learning opportunities <i>Goal not met</i> Maintain the frequency of parent parties at 3 events annually <i>Goal met - 3 events hosted</i> 5% or more increase in parent participation in academic and parenting workshops <i>Goal met - average of 8%</i>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Fiona Thomas

June 30th 2015

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)						
Academic Achievement – Reading Academic Achievement - Writing	PARCC Assessment Achievement Network Data	<p>PARCC results will not be available until October 2015.</p> <p>During the course of the 2013-2014 school year, Pride Academy observed a decrease in scholar achievement from the ANET scores for ELA that were noted in the previous year. For example, in the 2012-2013 school year, 50% of the 5th graders scored 60% or higher as an average for the quarterly assessments. In the 2013-2014 school year, this number decreased to 24%. Some of the factors that may have contributed to this decline were the full implementation of the Common Core Standards. As a result, the ANET assessment questions increased in rigor and complexity. Another reason for the decrease might be attributed to the use of several pilot questions and texts embedded within the assessments. These variables may have significantly skewed the results. The decline in ELA scores for these past two school years are illustrated in the table below.</p>						
		ANET	ELA 2012-2013	ELA 2013-2014	Difference	ELA 2013-2014	ELA 2014-2015	Difference
		5 th grade	50%	24%	-26%	24%	14%	-10%
		6 th grade	48%	34%	-14%	34%	15%	-19%
		7 th grade	59%	45%	-14%	45%	26%	-19%
		8 th grade	55%	20%	-35%	20%	17%	-3%
		Average	53%	28.5%	-25%	28.5%	47%	-13%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																																															
	I-READY Results	<p>As one can see from the data, overall as a school, the area of ELA had a 13% decrease in scores. This may have resulted from the shift in curriculum and standards. Historically, the ANET assessments are designed at high levels of rigor compared to the levels of rigor scholars will encounter on state assessments. Therefore, the results may indicate a false negative trend. In addition, in the 2013-2014 school year, the scholars were administered the paper based ANET assessment. In the 2014-2015 school year, the students were given a more rigorous online assessment. In response to changes in the testing administration, teachers have incorporated more computer tasks and activities during regular class sessions.</p> <p>In predicting the results for the 2015-2016 school year, and subsequent years, an expected increase is anticipated. This will be due to teachers and scholars being more accustomed to the rigor level of the assessments, as well as the shift from paper based assessments to online assessments.</p> <table><tr><th colspan="4">ELA results September 2014</th></tr><tr><th>Grade level</th><th>Above grade level</th><th>On grade level</th><th>Below grade level</th></tr><tr><td>5th grade</td><td>2%</td><td>26%</td><td>72%</td></tr><tr><td>6th grade</td><td>2%</td><td>18%</td><td>80%</td></tr><tr><td>7th grade</td><td>1%</td><td>31%</td><td>68%</td></tr><tr><td>8th grade</td><td>2%</td><td>26%</td><td>72%</td></tr><tr><td>School overall</td><td>2%</td><td>25%</td><td>73%</td></tr></table> <table><tr><th colspan="4">ELA results April 2015</th></tr><tr><th>Grade level</th><th>Above grade level</th><th>On grade level</th><th>Below grade level</th></tr><tr><td>5th grade</td><td>8%</td><td>50%</td><td>42%</td></tr><tr><td>6th grade</td><td>11%</td><td>50%</td><td>39%</td></tr></table>				ELA results September 2014				Grade level	Above grade level	On grade level	Below grade level	5 th grade	2%	26%	72%	6 th grade	2%	18%	80%	7 th grade	1%	31%	68%	8 th grade	2%	26%	72%	School overall	2%	25%	73%	ELA results April 2015				Grade level	Above grade level	On grade level	Below grade level	5 th grade	8%	50%	42%	6 th grade	11%	50%	39%
ELA results September 2014																																																	
Grade level	Above grade level	On grade level	Below grade level																																														
5 th grade	2%	26%	72%																																														
6 th grade	2%	18%	80%																																														
7 th grade	1%	31%	68%																																														
8 th grade	2%	26%	72%																																														
School overall	2%	25%	73%																																														
ELA results April 2015																																																	
Grade level	Above grade level	On grade level	Below grade level																																														
5 th grade	8%	50%	42%																																														
6 th grade	11%	50%	39%																																														

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)			
		7 th grade	9%	54%	37%
		8 th grade	4%	37%	59%
		School overall	8%	48%	44%
		ELA overall growth overall 2014-2015			
		Grade level	Above grade level	On grade level	Below grade level
		5 th grade	+6%	+24%	-30%-
		6 th grade	+9%	+36%	-45%
		7 th grade	+8%	+23%	-31%
		8 th grade	+2%	+11%	-13%
		School overall	+6%	+23%	-29%
		<p>I-Ready is another source of data for the ELA Department. I-Ready is an online Language Arts program that supports scholar growth in the following areas: vocabulary, phonological awareness, as well as reading comprehension both for literature and informational texts. I-Ready provides teachers with an estimated grade level standing at the onset of the school year, and at the end of the school year. The overall growth for the ELA department reflects a positive trajectory. Out of the entire student population, 6% and more are considered to be above grade level, 23% and more are at grade level, and 29% and fewer are below grade level. These growth trends differ in comparison to the results from the ANET assessments and support the hypotheses that the ANET assessments may be too rigorous, contributing to an overshadowed accuracy regarding overall student performance for the year.</p>			
Academic Achievement - Mathematics	PARCC Assessment Achievement Network Data	PARCC results will not be available until October 2015.			

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)						
	Tenmarks Data	ANET	Math- 2012-2013	Math-2013-2014	Difference	Math-2013-2014	Math 2014-2015	Difference
		5 th grade	29%	36%	7%	36%	20%	-16%
		6 th grade	24%	8%	-16%	8%	20%	12%
		7 th grade	20%	12%	-8%	12%	26%	14%
		8 th grade	41%	13%	-28%	13%	24%	11%
		Average	30%	17%	-13%	17%	22.5%	+5.5%
		During the course of the 2013-2014 school year, Pride Academy observed a decrease in scholar achievement from the ANET scores for Math that were noted in the previous year.. As an example, in the 2012-2013 school year, on average, 41% of scholars in the 8 th grade scored 60% or higher on the assessments for the year. However, in the 2013-2014 school year this number dropped to 13%. As a school, Pride Academy showed positive growth by 5.5% in the 2014-2015 school year. Although these results were influenced by the aforementioned reasons regarding the ELA performance, it can still be concluded that there was overall growth among scholars school wide.						
		Tenmarks		Average score Pre-test		Average score Post-test		Growth
		5th grade		33%		44%		+11%
		6th grade		35%		45%		+10%
		7th grade		31%		46%		+15%
		8th grade		26%		44%		+18%
		8th grade Algebra		39%		58%		+19%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)			
		Average	34%	47%	+13%
Family and Community Engagement		<p>During the 2014-2015 school year the math teachers utilized the Tenmarks system for the first year. At the start of the year the Pre-test tested students on the previous year content (5th grade were tested on 4th grade content, 6th grade were tested on 5th grade content etc) and the Post-test at the end of the year tested students on their current grade level. The overall school average growth was 13% which is considered significant growth. If one assumes that the growth continues the average for the school will pass 60% by the end of next school year which is the perceived threshold for passing the PARCC assessment, increasing the absolute performance for the school on the 2015-2016 PARCC assessment in math.</p>			
		<ul style="list-style-type: none"> • High School Night (2 hrs.) 93% of 66 8th graders (increase of 2% from prior year) • School Safety Committee (3-1.5 hour meetings) 10% attendance (decrease of 6%) • Parent Parties/Workshops (3 – 2hr meetings) 13% participation (increase of 7%,) • Progress Report Nights (3 meetings) 56% attendance (decrease of 1%) • Report Card Nights (2 meetings) 69% (decrease of 18%) • Parent Council Meeting (3- 1.5hr meetings) 9% attendance (increase of 4%) • Parent Orientation (1.5 hrs.) 61% attendance (decrease of 12%) <p>NCLB / Title 1 Parent Meeting: We changed the name of the meeting in order to increase attendance. By calling it a <i>Have Your Say</i> meeting, we increased our attendance by 3%, which is a 1% increase from the previous year.</p> <p>Parent Fundraisers:</p> <ul style="list-style-type: none"> • For the third year, our parents set a goal to award a graduate with a Parent Council Scholarship to contribute to one of scholar's high school education. Parents fundraised for the scholarship, and the Awards Dinner for all graduating 8th graders where the award was presented, and succeeded in raising \$400 for the Parent Council Scholarship Award. The money was fundraised through a Generations Dance, which was their version of a Mother/Son, Father/Daughter, Grandparent/Grandchild dance, which was attended by 33 families, which is 14% participation rate. 			

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<ul style="list-style-type: none"> Katidids Fundraiser - 22% participation Candy Sale - 39% participation <p>The percentage of positive responses (strongly agree and agree) expressing satisfaction on items related to Parent Involvement on our annual Parent Survey was sustained at 96%</p> <p>The number of interactions with community partners and organizations doubled in number this year to 12 interactions.</p>
Professional Development	Average AchieveNJ Score for Tested Area Teacher SGO's Teacher Survey Responses ELA and math lesson plan effectiveness rubric scores	<ol style="list-style-type: none"> 1. Average AchieveNJ Principal Score for Tested Area Teachers SGO's: 2.8 = Effective 2. 96% of teachers indicated <i>exceeds expectations of performance and meets expectations of performance</i> in response to teacher satisfaction ratings with related to the support of instruction and teacher growth on the Principal Survey 3. Math teachers scored 70% Highly Effective on our lesson plan rubric ELA Teachers scored 67% Highly Effective on our lesson plan rubric
Leadership	Principal Evaluation Component Scores In Process (still waiting for the School Average SGP Score) <ol style="list-style-type: none"> 1. Principal Administrator Goals 2. All Teacher Summative SGO score Average 3. NJDOE Evaluation Ratings 	<ol style="list-style-type: none"> 1. NJDOE Evaluation Leadership: Principal Component: 3.54 = Highly Effective 2. Principal Administrator Goals: 4 = Highly Effective 3. Average SGO Scores for all Teachers: 3.04 = Effective

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	<ol style="list-style-type: none"> 1. EVVRS data 2. Discipline Referrals Parent Surveys 3. Teacher Surveys 	<p>Our 2014-2015 EVVRS data indicate a slight decrease in overall total numbers of reportable incidents of Violence, as compared to the 2013-2014 school year. Total numbers of reportable incidents of violence decreased from eight (8) incidents during the 2013-2014 school year to six (6) in 2014-2015.</p> <p>These results are attributable to:</p> <ul style="list-style-type: none"> •Continued engagement of all stakeholders, students, families, teachers, administrators, the SST, and members of the community to improve school climate; •Training teachers, staff and students in strategies to de-escalate and resolve conflict; •Continuing our school-wide focus on building and strengthening community by modeling our core values of peace, respect, integrity, determination and empathy; •Preventing, identifying, and addressing both HIB and non-HIB verbal incidents, including name calling of any type; •Continued focus on identifying and reporting of Harassment, Intimidation and Bullying; •Anti-Bullying Bill of Rights, Suicide Prevention, Sexual Harassment Prevention, Gang Awareness, and Cyberbullying education and training provided for staff, students, parents, guardians and families. <p>Reportable incidents of drugs, and weapons offenses, incidents involving gangs and incidents requiring law enforcement notification remained flat at zero (0) for the 2014-2015 school year. We saw an uptick from zero (0) incidents in 2013-2014 to one (1) incident of destruction of property resulting from roughhousing. There was one (1) fight on the bus, also incidental to roughhousing, that resulted in a physical injury.</p> <p>The results of the 2014-2015 HIB School Self-Assessment and grade determined by the Commissioner of Education are not available as of the submission date for this report. Pride Academy Charter School received a score of 69 out of 75 points on the 2013-2014 HIB School Self-Assessment.</p>
School-Based Youth Services	Average Educational Support SGO Scores	Average Educational Support Providers' SGO Summative Evaluation Scores: 3.55 = Highly Effective
Students with Disabilities	<p>PARCC Results</p> <p>IEP Goal Tracking</p>	<p>PARCC results will not be available until October 2015.</p> <p>At the end of the 2014-2015 school year, 100% of all students goals, 31/31, will include the following SMART criteria: date, student's name, demonstration of skill, condition or criteria, and assessment or evaluation. Also, students' objectives will include the following criteria: increase student independence</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>as they move closer to achieving their goals and all goals will align to the Common Core Standards. After reviewing all of the goals, 94% of all students' goals, 29 students/31 students, fit the above stated criteria. 6% did not meet the criteria. The following steps will be implemented to rectify the 6% of students whose IEP goals did not meet the above stated requirements: upon the completion of their IEP at the beginning of the year the Special Education Coordinator will review the students' goals to ensure that they meet the indicated criteria. In addition, the Special Education Coordinator will review the criteria with our case managers and Special Education Department Chair as well.</p> <p>*Note- Our original goal for this year was to increase the amount of students meeting their goals. In addition, students' goals were to meet the appropriate SMART criteria, be implemented and reported to parents. However, due to the Special Education Coordinator's maternity leave at the beginning of the year and summer orientation time adjustments, the above components were not implemented. The department was able to complete step one, ie: ensuring that all goals were SMART goals.</p> <p>Goals for 2015-2016:</p> <ul style="list-style-type: none"> • As of June 2016, 100% of the Special Education Students' IEP goals will align to the Common Core Standards and meet SMART criteria, as reviewed in their IEP draft. • As of June 2016, 80% of all Special Education students will meet their IEP Reading, Writing, and Math goals. • Teachers will participate in a Goal Workshop where they will create the implementation materials needed to support students in meeting their goals. • All students' goals will be formally tracked at minimum of three times per trimester. • All goals will be reported on during each trimester.
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	N/A	
Economically Disadvantaged	PARCC Data Saturday Learning	<p>PARCC results will not be available until October 2015.</p> <p>The Saturday Advance Proficiency Program (Saturday App) was created to support the students that scored between 180 and 220 on the NJASK ELA or Math 2013-2014 assessment. These students were</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																																																
	Data	<p>targeted because they either almost scored proficient or barely scored proficient the previous year and that they were in need of extra help in order to become more confident in the subjects. The program utilized the I-Ready software for the ELA part where students would have 85 minutes of the “Reading” component of the program. For the 85 minutes of the math the students utilized the Tenmarks program.</p> <p>New this year was that instead of students working independently on their work stations, the Saturday APP also included a discussion or an instructional component. For instance, in addition to utilizing in the I-ready reading section, a Saturday APP session also incorporated small group discussions, or close reading discussions. For the math section, the Tenmarks program encouraged a 10 -20 minute teacher instruction at the start of the program, before the students work independently on the Tenmarks assessment.</p> <p>The data from the Saturday APP program is listed below:</p> <table><tr><th>Grade level</th><th># of students</th><th>ELA Pre-test</th><th>ELA Post-test</th><th>Growth</th><th>Math Pre-test</th><th>Math Post- test</th><th>Growth</th></tr><tr><td>5th grade</td><td>14</td><td>50%</td><td>75.3%</td><td>+25.3%</td><td>29.3%</td><td>51.4%</td><td>+22.1%</td></tr><tr><td>6th grade</td><td>15</td><td>36.1%</td><td>39.1%</td><td>+3%</td><td>26.7%</td><td>48.9%</td><td>+22.2%</td></tr><tr><td>7th grade</td><td>12</td><td>44.2%</td><td>47.4%</td><td>+3.2%</td><td>48.9%</td><td>82.6%</td><td>+33.7%</td></tr><tr><td>8th grade</td><td>5</td><td>46.6%</td><td>50%</td><td>+3.4%</td><td>37.2%</td><td>75.5%</td><td>+38.3%</td></tr><tr><td>AVG</td><td></td><td>44.2%</td><td>53%</td><td>+8.8%</td><td>35%</td><td>64.6%</td><td>+29.1%</td></tr></table> <p>What one can read from the data is that the students in the Saturday APP program grew by 8.8% and 29.1% in ELA and Math overall. There is a significant difference between the growth in math and the growth in ELA. This was also the case when one looked at the data from the whole population for the ANET assessments; overall students grew more in math than in ELA. That being said, the 14th of May Pride Academy received the overall data charts from I-Ready where I-Ready compared Pride Academy with the rest of the network of users in the Tri-state area (10000+ students).</p>	Grade level	# of students	ELA Pre-test	ELA Post-test	Growth	Math Pre-test	Math Post- test	Growth	5 th grade	14	50%	75.3%	+25.3%	29.3%	51.4%	+22.1%	6 th grade	15	36.1%	39.1%	+3%	26.7%	48.9%	+22.2%	7 th grade	12	44.2%	47.4%	+3.2%	48.9%	82.6%	+33.7%	8 th grade	5	46.6%	50%	+3.4%	37.2%	75.5%	+38.3%	AVG		44.2%	53%	+8.8%	35%	64.6%	+29.1%
Grade level	# of students	ELA Pre-test	ELA Post-test	Growth	Math Pre-test	Math Post- test	Growth																																											
5 th grade	14	50%	75.3%	+25.3%	29.3%	51.4%	+22.1%																																											
6 th grade	15	36.1%	39.1%	+3%	26.7%	48.9%	+22.2%																																											
7 th grade	12	44.2%	47.4%	+3.2%	48.9%	82.6%	+33.7%																																											
8 th grade	5	46.6%	50%	+3.4%	37.2%	75.5%	+38.3%																																											
AVG		44.2%	53%	+8.8%	35%	64.6%	+29.1%																																											

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)							
		Grade	Progress towards targeted growth (average across all students)	Average scale score gain	Average scale score gain required to achieve target	% students who achieved target	% students on or above grade level	Number of students in summary	Number of students in grade
		5 th grade	81%	+15	19	30%	9%	66	66
		6 th grade	132%	+20	15	45%	20%	65	65
		7 th grade	101%	+15	15	35%	23%	65	67
		8 th grade	105%	+16	15	49%	18%	57	65
		ALL	105%	+17	16	40%	17%	253	263
		What one can read from the table is that an average Pride Academy student will reach her or his growth goal and surpass it. The Saturday APP group fits this mold as well with an average growth of 103%. The discrepancy may be that for math, the pre and post-test were administered through Tenmarks, and the students always worked on Tenmarks in classes. For ELA, the pretest was a teacher created assessment (simulating a PARCC assignment) on the Engrade platform and the post assessment was the same, however, the students worked and practiced only on the I-Ready program in classes. Although I-Ready data shows that the students have surpassed their growth goals, the students pre-and-post tests for ELA does not replicate this image. The reason may be that the post assessment in ELA is not on the same platform as the practice platform. The fact that students have shown growth overall may support this claim.							

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

Members of the School NCLB Committee used both qualitative and quantitative methods to gather and analyze data in order to develop a comprehensive needs assessment. The following sources of data were used:

- 1. Achievement Network Assessment Results*
- 2. I-Ready and Tenmarks Data*
- 3. Teacher and Leader Evaluation System SGO and Summative Evaluation results*
- 4. Professional Development Needs Assessment and Survey results*
- 5. Parent Survey results*
- 6. Annual Report Data*

We will use PARCC State Assessment results when they become available.

2. What process did the school use to collect and compile data for student subgroups?

We collected data throughout the year from the following sources:

- Achievement Network Interim Assessment reports*
- I-Ready and Tenmarks Saturday Learning and School Wide Reports*
- Trimester based individual Student Progress Reports and End of Trimester Reports*
- Charter School Performance Framework Report and NJDOE Performance Report*
- IEP Student Present Levels and Re-evaluation assessment results*
- I&RS reports and tracking*
- Teacher SGO Mid-Year and End of Year Reports and Reflections*

Data was compiled in the follow ways:

- The data and information have been collected, analyzed, and summarized in tables, charts, narrative summaries, Power Point presentations, and reports that have been or will be shared with stakeholders. Data for sub-groups can be displayed and tracked for achievement trends by grade level, gender, educationally at-risk, students with disabilities, English Language Learners, and Economically*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Disadvantaged. In addition, the students have been tracking their own data and their own growth to determine new independent goals. We will utilize and incorporate the PARCC State Assessment data when they become available.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The results used to evaluate student growth were based on established testing instruments that have been used to determine the proficiency of large numbers of students and large sample norms have been derived from this testing. The PARCC and Achievement Network tests were administered under strictly controlled conditions designed to minimize external influences on student performance. In all cases, a high percentage (>95%) of students in the total population and in each subgroup were tested in order to ensure that the results were representative for each group. In addition, multiple measures have been used to triangulate the data to ensure the validity of the results.

4. What did the data analysis reveal regarding classroom instruction?

Since the PARCC State Assessment Data is not yet available and has not been analyzed, coupled with the potential false negative trends that some of our Achievement Network Assessment Data may reveal, we chose to concentrate on the data gathered by teachers through the I-Ready and Tenmarks Program. During the 2014-2015 school year, all ELA teachers measured their SMART SGO's using the I-Ready program and all Math teachers used the Tenmarks program. The chart below includes action step takeaways and insights gathered from a review of the teachers' final SGO Data Analysis reflections.

Math Action Steps	ELA Action Steps
<ul style="list-style-type: none"> · Review this years' data across the Math department and assess what level of growth is rigorous and projected, but still realistically attainable. - Tenmarks will be used for both the Interim assessments as well as for the teachers SGO goals which will enable teachers and students to have less sets of data to de-code. - Incorporate the students in the goal setting as well as the week to week goal tracking - Communicate progression of goals to parents and guardians - Incorporate an award system with snacks and stickers, and a "Wall of Fame" for the Tenmark lesson scores and averages - 	<ul style="list-style-type: none"> - Complete unit plan and curriculum mapping before the school year begins. - Use I-Ready lesson plan ideas to differentiate in the classroom - Have students set individual goals periodically and have periodic check-ins - Improve in communicating the student's individual goals to the students - Parents need to be contacted every week if their child did complete his/her I-ready lessons. - Be more careful when triangulating the data for goals for not to give one set of data too much weight. - Plan for weekly I-Ready lessons all year to encourage growth and computer-work endurance and be purposeful in assigning I-Ready lessons that align with the lesson being taught in class and use the lessons as a pre-teach assessment.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

<p>grade level and school wide.</p> <ul style="list-style-type: none"> - Focus on fluency and basic skills on a weekly basis - Incorporate the Tenmarks lessons as a part of the weekly in-class work and as homework. - Set aside enough time, especially for the SPED students and the younger grades, to complete all assignments and assessments. 	<ul style="list-style-type: none"> - Build I-Ready time into lesson plans each week. It would benefit the students to receive split lessons where one half works on I-ready while the other half works with the teacher and then switch half way through.
--	--

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data revealed that we need to continue to build on the instructional gains by providing professional development opportunities closely aligned with the school's curricular goals and geared towards helping all teachers effectively utilize their resources and the co-teaching model to teach and reinforce basic skills, reach a variety of learners, and meet individual student needs by using modifications and differentiation of instruction. Our goal is to sustain the kinds of embedded professional development opportunities that were facilitated last year through consultants in the areas of co-teaching, peer coaching, differentiation of instruction, and special education and to utilize turn-key teacher-leaders to coach and support novice or developing teachers as they grow in proficiency in target areas. In addition, there will be an increased focus on creating valid assessments and enabling teachers tracking data, as well as creating classroom environments where data tracking is the norm.

6. How does the school identify educationally at-risk students in a timely manner?

Educationally at-risk students are identified through the following inputs:

- *Teacher observation and analysis of in-class performance*
- *Analysis of school-wide interim assessment data and in-class performance,*
- *Analysis of PARCC scores, Tenmarks scores, and I-Ready scores*
- *Referral to the I&RS Committee*
- *Parent concern and requests*

The following protocols and procedures ensure the timeliness of the identification process:

- *The I&RS process is supervised, monitored, and documented by a designated staff member*
- *The Title 1 program is supervised, monitored, and documented by designated staff members*
- *Teachers meet weekly and monthly in horizontal and vertical configurations to ensure discussion and transfer of key information about students in cohort teams*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- *Student achievement results are communicated to parents formally twice per trimester through a progress report and report card and in addition, teachers send home weekly reports and also post data that parents can access through Power School.*

7. How does the school provide effective interventions to educationally at-risk students?

For students who do not meet the acceptable levels of proficiency based on the Spring 2014 NJASK or PARCC tests and who are identified by teachers to be at risk based on their final report card profile for the 2014-2015 school year, Pride Academy Charter School will continue to consider and utilize a range of options geared towards helping students achieve their potential. Such measures will include, but are not limited to, the following:

- *Recommending student attendance at summer academic enrichment programs;*
- *Providing targeted assistance once the new school year begins in class and/or after school for academic tutoring;*
- *Utilizing the school's I&RS program and procedures to help identify areas of weaknesses and possible strategies for targeted assistance;*
- *Reviewing and restructuring teacher/class assignments to ensure the most effective placements;*
- *Providing parents/guardians with frequent trimester reports of student progress towards meeting their academic goals;*
- *Involving parent/guardians in strategy sessions to create a viable program and plan for their child;*
- *Closely examining and regularly reviewing curriculum and instructional practices to maximize the school's program for student success;*
- *Providing professional development opportunities closely aligned with the school's curricular goals and geared towards helping all teachers effectively utilize the co-teaching model to teach and reinforce basic skills, reach a variety of learners, and meet individual student needs by using modifications and differentiation of instruction;*
- *Providing professional development on differentiated instruction and requiring teachers to identify the utilization of differentiated instruction (tiered lessons) within their lesson plans;*
- *Creating more common planning time in the schedule for teachers to work together and foster a stronger co-teaching model;*
- *Devising strategies to increase the regular attendance and participation in the Saturday Advanced Proficiency (SAT APP) Program*
- *Continuing to work towards motivating students through community activities and celebrations;*
- *Implementing an academic counseling component within the Title 1 program, in order for teachers to counsel and guide Title 1 students who are struggling with motivation;*
- *Engaging students and their families in understanding their interim assessment performance overall as well as by standard and using this information to track areas for growth and progress over time;*
- *Engaging students and their families through personalized goal tracking and reflections*

8. How does the school address the needs of migrant students?

At this time we do not have English Language Learners attending our school. Pride Academy has an English Language Learners Action Plan in place in the event that we need to service migrant or LEP students. For Migrant students who are English Language Speakers, a plan would be put in place

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

to assess for and diagnose learning strengths and develop an academic learning plan and support services that would best support the student's needs and circumstances.

9. How does the school address the needs of homeless students?

At this time we do not have Homeless Students. If we were to enroll a homeless student, we would develop an action plan to meet the child's academic profile as well as a providing other mental health and family support services.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The school engages teachers in decision making through the following strategies:

- Professional development and mentoring support staff members in their implementation of the data-driven instructional model of assessment, analysis, and instructional action planning.*
- Teacher and administrator collaboration and review of action plans and reflective feedback based on the analysis of test data patterns and trends directly guide the design of curriculum maps and unit and lesson plans that focus on skill deficiencies;*
- The delivery of workshops to train teachers in re-teaching strategies and differentiation of instruction.*
- Inviting teachers to provide qualitative feedback and input during department and grade level meetings, and meetings designed specifically to evaluate and suggest recommendations regarding curriculum and program.*

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Pride Academy employs a staff member dedicated to providing high school placement guidance. This staff member supports students and families in the high school selection, application, and registration processes to ensure that expectations are clear and the most successful match between student and high school is facilitated. In addition, our social workers work closely with students with disabilities in creating transition plans to high school. The High School Placement Coordinator also works closely with the child study team to create and facilitate an efficient and supportive transition to high school. In addition, the Algebra program has been developed to enrich 8th grade students showing academic results and prepare them for their transition to high school freshman level math courses.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The School NCLB Committee reviewed the recommendations based on the Needs Assessment, data analysis, and previous NCLB priority problems to select priority problems for this plan that would target the areas we believe would most likely increase student achievement outcomes.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Limited ELA proficiency	Limited Math proficiency
Describe the priority problem using at least two data sources	Students exhibit low skill fluency in strategic critical thinking, reading comprehension and writing.	Students exhibit a lack of conceptual understanding and fundamental math skills needed to think critically and apply skills and strategies to solve multi-step math problems.
Describe the root causes of the problem	Underdeveloped prior knowledge; limited experience and exposure to excellent models of teaching and learning before enrolling at Pride Academy; and low incidences of being held accountable to high expectations for resilience, hard work and regular attendance at extended learning opportunities.	Underdeveloped prior knowledge; limited experience and exposure to excellent models of teaching and learning before enrolling at Pride Academy; and low incidences of being held accountable to high expectations for resilience, hard work and regular attendance at extended learning opportunities.
Subgroups or populations addressed	Students in all subgroups	Students in all subgroups
Related content area missed (i.e., ELA, Mathematics)	Math, science, social studies (reading comprehension)	ELA and science
Name of scientifically research based intervention to address priority problems	Using student academic data to support instructional decisions. Teachers will use our on-line I-READY component of our curriculum that will facilitate differentiation, personalized instruction, accommodate student learning	Using student academic data to support instructional decisions. Teachers will use a new on-line program called TenMarks. The Research Basis for TenMarks' Instructional Philosophy is extracted below from the

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

<p>styles, utilize immediate assessment data to make instructional decisions, and engage students in their learning plan for developing and enriching ELA skills. I-Ready is among other things a diagnostic tool that assesses the students levels in different categories within math and reading.</p> <p>In reading the diagnostic tool measures:</p> <ul style="list-style-type: none"> - Phonics; Vocabulary - Comprehension literature text - Comprehension informational text - High frequency words <p>Once the tool has assessed the students, the students receive lessons based on their needs. The students receive a score at the end of the diagnostic (baseline data). Based off their base line data, the students are expected to grow x points in a year (the range is 13-26 based off their grade level). The program gives the students differentiated instruction based off their level. In addition, built into the interactive program, there are brain breaks and fun activities for students to do. There are also "alarms" for teachers when students are taking too long or have failed a task more than x amount of times. The sum of all of these components is that I-READY provides students and teachers instant feedback on progress, areas of focus, as well as goals for the end of a given period. The key factor is that students are exposed to the program on a regular basis and there is also the potential for students to access the program at home.</p> <p>Please view research base: https://cainc.i-ready.com/teacher.jsf</p> <p>In addition, the teachers will have access to Engrade. Engrade is an online assessment software that enables teachers to mirror the layout and complexity of the PARCC assessment. Teachers will be able to create</p>	<p>following source: TenMarks – Designed for CCSS SampleQuestions March 31, 2014</p> <p>The TenMarks curriculum was developed by and in collaboration with teachers, math specialists, and curriculum developers, field-tested in classrooms, and refined based on extensive teacher and student feedback. We have created an ecosystem of instructional and assessment content that is customized to both Common Core State Standards and state standards like VA SOL, enabling educators to instruct, assess and monitor and student achievement and proficiency on an ongoing basis. Our instructional content is deeply customized to each topic, with the specific goal of providing the student with all the tools they need to become proficient and succeed.</p> <p>The TenMarks content library consists of albums and tracks, which are comprised of carefully crafted questions, hints, video lessons, and intervention sessions, called Amplifiers. “Our rigorous curriculum is built on our research-based instructional philosophy – practice, instruction, assessment, and intervention – and helps students build conceptual understanding as well as develop computational and procedural fluency, resulting in strong math foundations.”</p> <p>Tenmarks will be updated for the 2015-2016 school year to reflect the first PARCC assessment. In addition to reflect all question types, Tenmarks will also have an expanded question bank which teachers and students may benefit from.</p> <p>In addition, all teachers at Pride will have access to Engrade. With Engrade, math teachers can create online</p>
--	---

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	online assessments with items such as bucketing, multiple choice, multiple select, as well as adding rigorous questions where students are asked to compare multiple texts or multiple items in video, pictures, and text.	assessments that emulate the PARCC experience at the end of the year both in question rigor as well as layout. Engrades allows teachers to link each question to standards which allows for more data analysis and more differentiation.
How does the intervention align with the Common Core State Standards?	Data is derived from the use of assessments that measure Common core standards articulated in the school's curriculum and teacher unit and lesson plans.	Data is derived from the use of assessments that measure Common core standards articulated in the school's curriculum and teacher unit and lesson plans.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parent Involvement	
Describe the priority problem using at least two data sources	Low parent attendance and support at workshops and intervention programs designed to increase their children's academic achievement in reading, math, and life-long learning and thinking skills and habits.	
Describe the root causes of the problem	Parent work schedules; school communication; and utilization of effective incentives and programing to encourage more consistent and wider parent involvement and support of academic goal-related activities.	
Subgroups or populations addressed	Parents of students in all subgroups	
Related content area missed (i.e., ELA, Mathematics)	ELA and Math	
Name of scientifically research based intervention to address priority problems	Parent Parties: A Second Mile Parent Initiative to be used as a major vehicle to engage, inform and harness parent involvement and leadership.	
How does the intervention align with the Common Core State Standards?	The strategy will support delivering resources and instruction focused on developing and reinforcing target Common Core standards.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged Students with Disabilities All Students	Engrade Interim Assessments (Based off of the official PARCC practice assessment)	Administrators ELA Teachers Support Staff	90% of the students will complete Interim Assessments 1-3 95% of the teachers will demonstrate fluency in administering and analyzing the results	http://www.parcconline.org/sites/parcc/files/field-test-lessons-learned-final_0.pdf
Math	Economically Disadvantaged Students with Disabilities All Students	Tenmarks Interim Assessment	Administrators Math Teachers Support Staff	90% of the students will complete Interim Assessment 1-3 95% of the teachers will demonstrate fluency in administering and analyzing the results	http://stempowered.svefoundation.org/sites/default/files/TENMARKSResearch_Study_0.pdf

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged Students with Disabilities All Students	The I-Ready program will be utilized to support ELA data driven instruction.	Administrators ELA Teachers Support Staff	Based on students' score on their first I-Ready assessment in September 2015, the students will have individual growth goals. By April 2016, the average growth for all students in ELA will be at least 100% based on their individual I-Ready growth plans.	https://cainc.i-ready.com/teacher.jsf
Math	Economically Disadvantaged Students with Disabilities All Students	TenMarks*program will be used to support math data driven instruction.	Administrators Math Teachers Support Staff	By April 2016, the student population as a whole will have grown at least 15% compared to the September 2015 pre-assessment.	http://stempowered.svefoundation.org/sites/default/files/TENMARKSResearch_Study_0.pdf

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	All Students including Economically Disadvantage Students with Disabilities	The Saturday Advanced Proficiency program (SAT APP) will provide targeted and differentiated instruction to students academically high priority at risk students.	Administrators ELA and Math Teachers Support Staff	Pride Academy has tracked the data for the Saturday program for the past five years. Students that attend the program on a regular basis show the desired growth. The goal for 2015-2016 is to have a 10% growth of students attending the SAT APP program.	IES Practice Guide July 2009

****Use an asterisk to denote new programs.***

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	All Students including Economically Disadvantaged and Students with Disabilities	Utilizing the I-ready, Engrade, Tenmarks, and Stronge Evaluation System training and resources to	Administrators Teachers Support Staff	Pride Academy will achieve an Average Teacher SGO Score for ELA and Math teachers at an effective level of performance (2.65-	IES April 2009 http://stempowered.svefoundation.org/sites/default/files/TENMARKSResearch_Study_0.pdf

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		support teachers in creating, implementing and tracking not less than 2 SMART Teacher SGO's during the course of the year.		3.49) 75% of ELA teachers will score a highly effective-effective rating for lesson plans on the Lesson Plan Rubric 80% of Math teachers will score a highly effective-effective rating for lesson plans on the Lesson Plan Rubric	-Utilize resources such as professional blogs and video posts by Steve Barkley, video PD through Teaching Channel, book referrals, articles, and webinars from ASCD, EduWeek, Middle Web, Mindsteps, etc. -Teachers will receive individualized support during coaching conferences with the Dean of Academics and Special Education Coordinator, along with identified mentor if applicable.
ELA Math	Students with Disabilities	Teachers will receive Professional development and coaching in utilizing the Goalbook Toolkit(*) to create SMART Common Core aligned IEP goals	Administrators Special Education Coordinator Teachers Support Staff	100% of all IEP goals will be SMART goals created utilizing the Goalbook Toolkit	IES April 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

N/A Pride Academy Charter School was approved to operate a schoolwide program in 2011.

...s of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the achievement by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	All Students including Economically Disadvantaged and Students with Disabilities	Parent Parties: Second Mile Parent Initiatives as a vehicle to attract, engage, educate and encourage parent leadership and involvement in their children's academic lives at school.	Administrators Teachers	10% or more Increased parent support of their children's attendance at extended learning opportunities Maintain the frequency of parent parties at 3 events annually 5% or more increase in parent participation in academic and parenting workshops	Diversity: School, Family and Community Connections, Annual Synthesis 2003 (SEDL) The School-Family Connection: A Review of Current Literature June 16, 2008 (Ferguson et al) SEDL After School Programs Parent Involvement Plan, Perkins et al, Dec 2004 (Doing What Works Collaborative Relationships)

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The program will help to address the priority problems by:

- *Increasing parent participation in academic and parenting workshops (Educational Activities)*
- *Increasing parent support of their children's attendance at extended learning opportunities through exploring the possibilities for offering an adult learning program at the same time, so that parents and children are learning together such as an adult computer class or financial planning class*
- *Increasing levels of student engagement and academic achievement in the children of historically disengaged parents*

2. How will the school engage parents in the development of the written parent involvement policy?

The school will engage parents in the development of the written parent involvement policy by:

- *Inviting parents to work on our School Improvement Committee/NCLB Committee to review and evaluate the policy*
- *Distributing a draft version of the policy and inviting feedback*
- *Presenting and discussing the Parent Involvement Policy during Back to School Night in September and/or during our first Parent Council meeting*

3. How will the school distribute its written parent involvement policy?

The parent involvement policy is distributed in the following ways:

- *Hand delivered with a request for parents to return a signed note indicating receipt and review of the policy*
- *Published on the School Website*
- *Distributed via the Blackboard electronic school wide communication system as an email attachment*
- *Translated as needed*

4. How will the school engage parents in the development of the school-parent compact?

The school will engage parents in the development of the school-parent compact by:

- *Inviting parents to work on our School Improvement Committee/NCLB Committee to review and evaluate the compact*
- *Distributing a draft version of the compact and inviting feedback*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

- *Presenting and discussing the school-parent compact during Back to School Night in September and our first Parent Council meeting*

5. How will the school ensure that parents receive and review the school-parent compact?

The school-parent compact is distributed in the following ways:

- *Hand delivered with a request for parent to return a signed note indicating receipt and review of the compact*
- *Published on the School Website*
- *Distributed via the Alert Now system as an email attachment*
- *Translated as needed*

6. How will the school report its student achievement data to families and the community?

Student achievement data is reported to the families and the community through the following means:

- *School Report Card*
- *Annual Report posted on the school's website and the NJDOE website*
- *Presentations to school community stakeholders during events such as Board Meetings, Parent Orientations, and School Improvement/NCLB meetings*

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

At present, we do not have families who are eligible for Title III services. In the event that we had ELL students, we would notify families of students directly impacted by way of in person conference and we would notify the school wide community (including families of students receiving services) by letter and our Blackboard School Wide Communication System email in English and translated in the home-language.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Families/community are notified of the school's disaggregated assessment results through the following means:

- *School Report Card*
- *Annual Report available on the School Website and review of a hard copy version on request*
- *Board Meetings*
- *School Improvement/NCLB Committee Meetings*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents will be notified of the development of the Title 1 School Wide plan through the following means:

- *Hand delivered letter*
- *Blackboard School-wide communication system Email*
- *Invitation to review and collaborate in the plan's evaluation during Board Meetings, Back to School Nights, and Parent Council and Family engagement events*

10. How will the school inform families about the academic achievement of their child/children?

Pride Academy informs families about the academic achievement of their children by:

- *Mailing PARCC and NJASK Science Assessment Home reports*
- *Progress Report and Report Cards are available for pick up during parent-teacher conferences each trimester and they are sent home post conference time*
- *Consistent teacher calls/emails/texts to parents regarding student progress and achievement*

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Funds will be deployed on:

- *Parent Participation/Attendance Incentives and services*

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	24 = 92%	<p>The following activities, programs, and strategies are designed to contribute to the retention of staff at Pride Academy Charter School:</p> <ul style="list-style-type: none"> • Maintaining a safe, responsive, and supportive work environment • Encouraging the growth of teacher-leaders and offering opportunities for active participation in school program, decision making • Providing a meaningful, relevant, embedded range of professional development services and opportunities that address staff member needs and school-wide academic and non-academic goals • Providing mentoring and support for new, beginning, and alternate route teachers • Offering a viable and comprehensive health benefits and pension program • Offering salaries that approach comparable charter school salary scales for qualifications and experience • Offering annual increments/increases in salary based on performance • Provision of stream-line tenure • Provision of a Grievance Committee process for resolution of work-related conflicts/grievances
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	7.7%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	0	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<ul style="list-style-type: none"> • Continue to attend Recruitment Job Fairs and subscribe to on-line teacher recruitment services • Continue to host an independent Job Fair at Pride Academy, instituted this year for the first time • Build alliances with University and College Programs with strong education/teacher preparation programs • Partner with Teach For America network • Continue to maintain and build our menu of teacher benefits, compensation, performance based incentives • Contingent on budget, consider the implementation of a Tuition Reimbursement benefit to support our teachers' further education and/or support certification in Special Education • Continue to maintain a strong, supportive, and responsive Professional Development and Mentoring Program • Develop our website, public relations, community partnerships, and communication outreach in order to market and publicize our program and achievements • Utilize our Charter Dissemination Charter to replicate and further publicize our success and best practices and build our reputations as a high performing school • Continue to maintain and build a strong collegial, supportive, asset-based and staff-friendly working environment and climate of respect and regard. 	Administration Board of Trustees Leadership Team